



Early Years Foundation Stage 2024 St Patrick's Catholic Primary School

~~Approved by:~~

Date: 7 October 2024

Review: Every two years

Responsibility: Mrs V Pygall (EY Lead)

Approved by Headteacher: LGC 12.11.2024



VISION

St Patrick's is a happy, safe and caring community where everyone is welcomed and included.

At St Patrick's:

- Children are encouraged to thrive intellectually, emotionally, physically, socially and spiritually.
- Children are all unique and have the potential to excel.
- All children are nurtured and valued through positive relationships.
- Christian values are at the heart of all we do.

1. AIMS

This policy aims to ensure:

- That all children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for excellent foundations and to make good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. LEGISLATION

This policy is based on requirements set out in the 2024 Early Years statutory framework. The Statutory framework states four guiding principles which should shape practice in the early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in, **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

3. STRUCTURE OF THE EYFS

Our Early Years team is made up of teachers and teaching assistants who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning. Everyone works towards the same goal: to ensure every child achieves to their highest potential through learning through play and enjoyment. Our EYFS provides education for children from the age of three. Our nursery has 52 places available per session, we offer a combination of 15 and 30 hours. Children currently have the option to attend 30 hours full time (subject to eligibility), or 15 hours taken over 5 mornings or 2.5 days per week. There is an option to purchase additional time to extend the day and fit with main school opening times. Nursery children can access breakfast school before Nursery, extended hours to take children to 3.30pm and after school club.

The sessions are timed as follows:

Morning 8.45am (flexible drop-off 8.45-8.55am) – 11.45am (flexible collection 11.30-11.45am)

Lunch 11.30am – 12.30pm

Afternoon 12.30pm – 2.45pm (extended hours session 2.45-3.30pm)

We have 60 places available in the reception classes – children are split into two registration groups. Each class has a designated teacher and teaching assistant.

The sessions are timed as follows:

Morning	8.45am (flexible drop-off 8.45-8.55am) – 11.30am
Lunch	11.30am – 12.30pm
Afternoon	12.30pm – 3.25pm

4. CURRICULUM

Our early years setting follows the curriculum as set out in the 2024 Early Years statutory framework. Our curriculum has been carefully planned to meet the needs of our unique children and incorporates developmental skills outlined in Development Matters (revised 2023) and Birth to 5 Matters. The curriculum covers the 7 areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as the core foundations to learning. These build children's capacity to learn, communicate, build independence, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical development
- Personal, Social and Emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

In our school the EYFS Curriculum:

- Is at the heart of our learning journey approach
- Is distinctive, innovative and strategically planned
- Is reviewed in the light of national developments, new thinking and research and development
- Introduces challenging, engaging and real-life problems
- Strives to encourage and develop a love of learning
- Ensures resources and apparatus are available to support learning at every stage of development
- Ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- Ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- Includes fundamental values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- Ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live

The enabling environment

Both Nursery and Reception classroom and outdoor spaces are carefully planned to ensure all areas support learning. The children spend time both inside and outside during the day. All activities are based upon

current assessment, and all have a main learning intention that can be accessed with and without adult support. Our core provision is linked to the age-related expectations of the cohort. We encourage child-initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

5. PLANNING AND TEACHING

Our Early Years curriculum is robust and highly ambitious. It sets out in detail the core knowledge skills and understanding that we want our children to develop. These steps are progressive enabling our pupils to build strong foundational knowledge and skills. The curriculum also highlights core vocabulary that we want children to use and key texts that they will encounter and explore.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Early Years environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child-initiated learning. Child-initiated activities may be instigated when the child brings something to the setting this might lead to the provision of resources, stories and pictures to support this interest. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities. Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the next stage of their learning, in Year 1.

6. ASSESSMENT

On-going formative assessment is at the heart of our effective early years' practice. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

At the start of the year (September) we carry out the statutory Reception Baseline Assessment, along with our own baseline assessment of children's starting points. This provides valuable information regarding the social and emotional needs of the cohort, as well as academic attainment at point of entry.

This information is analysed within our EYFS team and shared with SLT.

At the end of Reception, pupils are assessed against criteria set out in the Foundation Stage Profile.

We ensure that end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction
- Our environment enabling the child to flourish to their full capacity
- Our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults

- Moderation across EYFS team
- Moderation with Year 1 teachers, core subject leaders, cluster schools and BWCET

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parent meeting and receive a written report on their child's achievements at the end of Term 3 and their Early Learning Goal achievements at the end of Term 6.

At the end of each term parents and carers are invited in to see children's work after a Stay and Play session. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs.

At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the early learning goals, indicating whether they are:

- On-Track
- Not on-track

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers on the end of year report.

7. TRANSITION

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. At St Patrick's, we have created good links with our local nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care. To ensure the best possible transition we:

- Value the parent as the first educator of their child
- Make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- Visit pre-schools to meet children in a familiar setting
- Share important information about our school during new-parents meeting (June)
- Use written information sent by pre-schools to inform early planning
- Hold a series of 'welcome/taster' sessions for parents and children in June and July for Reception, followed by a transition week in September. Nursery children have taster sessions with parents in the summer term, followed up with a robust transition process in the initial two weeks in September
- Share information in a transition meeting with key adults for children with additional needs
- Meet with every parent prior to starting Nursery to share important information from home and school
- Stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school
- Considerable time is also spent making the transition from Reception to Year 1. This is achieved through staff meetings, Year 1 staff visits to Reception class, classroom visits and taster sessions, moving up day and a parent meeting and classroom visit in the summer term

8. WORKING IN PARTNERSHIP WITH PARENTS

We recognise the importance of working in partnership and value the home-school links and partnerships that we have developed. We actively promote partnership and working together by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals. Parents and/or carers are kept up to date with their child's progress and development. Progress checks and end of Reception profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child has a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports children, parents and/or carers in guiding children's development and ensuring that strong relationships are forged. The key person also helps families to engage with more specialist

support, if appropriate. In both Nursery and Reception overall responsibility for all children is held by the class teacher.

9. SAFEGUARDING AND WELFARE PROCEDURES

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy which is updated annually.

10. MONITORING ARRANGEMENTS

This policy will be reviewed by the Early Years Lead every two years (or sooner if deemed necessary).

The Headteacher will approve the policy and report any changes to the Local Governing Committee.

The Early Years link governor will monitor the effectiveness of the policy and report to the Local Governing Committee.

Reviewed: 7 October 2024 Approved by LGC 12.11.24

Next review October 2026